



University's objectives: invitation to comment

This "exposure draft" of General Objectives of the University of Toronto has been received from the Planning and Resources Committee:

PREAMBLE

The Planning and Resources Committee of the Governing Council has been working to formulate a set of objectives for the University. We cordially invite the participation and assistance of members of the University community in this work.

In our work on the draft below, we have been motivated by the conviction that an explicit statement of objectives is an important prerequisite to effective planning and utilization of resources. We suggest, moreover, that the process of formulating and agreeing upon these objectives is itself likely to be beneficial in that it will develop an increased sense of purpose in the University, and thus will contribute to achieving those

objectives. At the same time we are very much aware of the magnitude of our task and of the difficulty of finding a satisfactory general statement of objectives for such a diverse community. For this reason we are inviting the participation of members of the University at a relatively early stage of our work. We are very conscious that the draft which follows is still imperfect, and indeed we as a Committee are not fully agreed upon all of the features of this draft. It is in this spirit, and with this understanding, that we invite your comments and suggestions. Amendment will then take place in response to comments and suggestions received and the final draft will be submitted to the Governing Council. The Committee acknowledges imperfections of style in the draft, but has chosen to place speed of communication ahead of elegance of expression. Written comments should be sent

by April 13th, 1973, to the Secretary, Planning and Resources Committee, Office of the Governing Council, Room 108, Stinson Hall, University of Toronto.

A. THE NATURE OF A UNIVERSITY

A university is a community of individuals who have come together for the pursuit and dissemination of knowledge. This pursuit of knowledge is directed towards the intellectual and cultural development of the individual, the better understanding of man and his relation to the universe, the improvement of society, and the responsible development of the human use of the environment. Essential features of a university include a diversity of fields of study, and a framework for the free yet responsible pursuit of the university's objectives.

The university, as an institution of society, has major responsibilities to-

wards society. These responsibilities include the open dissemination of knowledge, and the offering of guidance to society towards the responsible application of that knowledge. Society, for its part, supports the university by providing it with resources and by assuring to its members the freedom to assess critically the contemporary expressions and applications of knowledge within society.

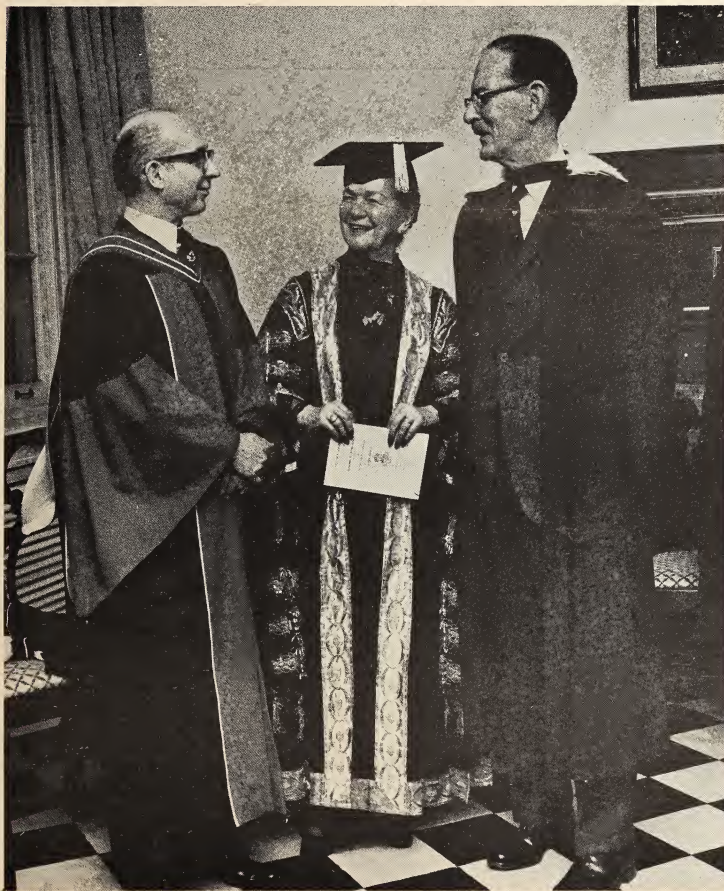
B. THE FUNCTIONS OF A UNIVERSITY

In its pursuit of knowledge, a university community engages in many interrelated functions including:

1. Learning and Teaching

This function, which is very much more than a mere transfer of information between persons, has as its main object the intellectual, cultural and professional development of individuals. Successful performance of this function involves the communication of man's intellectual heritage with an enthusiasm which will generate an infectious eagerness for ideas and a love of truth. This function also involves the open communication of knowledge within the uni-

(See page 4, col. 1)



VICTORIA UNIVERSITY'S new President, succeeding Dr. John E. Hodgetts, is Dr. Goldwin French, who was installed at a well attended and traditionally colourful ceremony in Convocation Hall on March 2. Here, photographed in the

Chancellor's room before the procession to the hall, are President French, left; Dr. Pauline McGibbon, Chancellor of the University of Toronto, and Fred A. Wansbrough, chairman of the Board of Regents of Victoria University.

A & Sc report puts forward 71 proposals

The Presidential Advisory Committee to Review the New Program in the Faculty of Arts and Science has submitted to President John Evans a report listing 71 recommendations, among them:

A proposal for a credit system, whereby students may proceed to degrees at their own pace;

The desirability of four distinct types of undergraduate programs;

A suggestion that teachers spend more time on personal contact with students, formally, informally, and socially, especially with freshmen;

The advisability of establishing inter-collegiate departments in all college subjects, with a system of cross-appointments of teaching staff between colleges and departments, and a Faculty Teaching Bank for cross-appointment accounting, without the need for financial transactions;

A proposal for a multi-faculty college - College X - for part-time students, and a study of the feasibility of making Sidney Smith Hall the headquarters for College X "without jeopardizing its present functions";

Making Interdisciplinary Studies a distinct department in the Faculty;

Streamlining the structure of the Faculty Council;

The suggestion that all instructors be appraised and be helped to improve their teaching skills.

Signing the report were the following members of the committee (which differed slightly from the membership as originally constituted because of the resignations of two members):

Prof. D. E. Belyne, Psychology, chairman; Robert M. Anderson, fourth year student, president-elect of the Students' Administrative Council; Rev. Gregory Baum, St. Michael's College; Bruce Bowden, graduate student in history; Associate Dean James E. Cruise; Prof. Paul Fox, Political Economy; Linda Hall, Victoria College student; Prof. Robert E. Jervis, Chemical Engineering; Kurt Loeb, Extension undergraduate student, president Association of Part-time University Students; Prof. Peter Meincke,

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A & Sc report puts forward 71 recommendations

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Associate Dean of Erindale College when he joined the committee, now Vice-Provost of the University; Rita Milfin, Erindale graduate student; and Prof. Frank Watt, English, University College.

Prof. Watt appended to the report a "minority view." He wished to record his concern about the recommendations for a credit system and his opposition to the trend toward part-time study. "The quality of this University depends on the vitality of its intellectual and social community of full-time students and staff," he said. "With this basis weakened, its ability to carry out its responsibilities in regard to part-time studies, full-time studies, the advancement of knowledge and the non-academic community will be correspondingly reduced."

In a preamble, the committee noted that the New Program, as now constituted, developed from the report of the Presidential Advisory Committee on Undergraduate Studies in the Faculty of Arts and Science headed by Prof. C. B. Macpherson. The Macpherson committee reported in July 1967 and the New Program was launched in stages beginning in the 1968-70 academic year.

Although the New Program "certainly bears the stamp of the so-called 'Macpherson spirit'—the feeling that far-reaching changes were due and that, in particular, the inequitable treatment of undergraduates seeking Honour and General degrees should be remedied," a comparison of the report and the New Program "revealed that few of the former's recommendations were actually put into effect," the report said.

The New Program "went far beyond the recommendations of the Macpherson committee in virtually eliminating restrictions on the choice of courses comprising a degree program," the report continued. "The Macpherson committee envisaged a greater degree of structure." The committee expressed the view that the time had now come to move in the direction recommended in the Macpherson report.

A consensus in the briefs submitted impressed the committee with "the basic soundness of the free-choice system." There were now greatly improved educational opportunities of those who had been General students. Greater flexibility had saved time for students whose goals had changed. Specialists could study outside their areas of concentration. Division of Extension and faculties that permitted their students to enrol in Arts and Science courses were especially enthusiastic about the selection of courses now available. At least in some courses there had been savings by teaching specialists and non-specialists together.

"Against these advantages of the New Program as implemented in 1969, we may cite a number of disadvantages," the report said. "Many departments complain that they are unable to identify their specialist students, and these students complain that there is no longer the sense of comradeship that existed within the old Honour programs. Many instructors complain that it has become more difficult, and much less rewarding, to teach now that classes contain students of widely differing backgrounds and aptitudes. Many suggest that the freedom of choice and the dependence of departments' budgets on enrolment have led to a greater competition for students, resulting in a deliberate lowering of the level of difficulty in some courses. There is concern that some students have not used their freedom wisely and have constructed programs with any number of serious, and often regrettable, facts is that relatively few students have taken advantage of the freedom available to design programs substantially different from those that were available before 1969.

We believe that the possible benefits of re-introducing the old program would not justify the great harm that would be done . . .

"We believe that it is possible, however, to alleviate some of the problems just enumerated without incurring the major drawbacks of the old system.

"We recognize that potential sources of curriculum innovation: individual departments, groups of two or more de-

partments, colleges, and the curriculum committees of the Faculty Council. For convenience, we shall use the term 'board of studies' to refer to any one of these four types of bodies.

"The following recommendations imply a system that would remove the sharp distinctions between academic years. . . . We shall, however, find it convenient to indicate the changes in student programs by using designations in terms of years. Furthermore, these designations will be helpful in establishing a norm of five courses for a full-time student load. Accordingly, the term 'first-year student' will refer to a student who has completed less than ten one-term courses, and the term 'fourth-year student' will refer to a student who has completed at least thirty courses."

The report then began its list of recommendations:

Recommendation 1

That the Faculty recognize four distinct types of undergraduate program as desirable norms:

(a) a single-major program, composed primarily of courses offered by a single board of studies,

(b) a combined-major program, composed primarily of courses offered by two boards of studies,

(c) a theme program, composed of courses offered by many boards of studies, but primarily related to a particular theme,

(d) a liberal-arts program, composed of courses chosen from each of the major divisions of the Faculty to provide a broad exposure to the liberal arts and science.

Recommendation 2

That the Faculty encourage each student, through the Calendar and through academic counselling, to include courses from more than one of the major divisions of the Faculty in his or her total program.

Recommendation 3

That the Faculty certify completion of a program of one of the types listed in Recommendation 1 by a special notation on a student's transcript, and that a student wishing such certification so indicate upon completion of his or her second year.

Recommendations 4 to 8 dealt with the rules governing the specification of programs of study and registration in a certifiable program.

The committee said it recognized that the Commerce and Finance program was almost a professional one, with a separate degree and standards which might justify exemptions from proposed restrictions. The committee noted that "basic tension exists between the requirements of this professional program and the Faculty," the best solution of which might be to offer the program through the Faculty of Management Studies. "We hope that instructors in Commerce and Finance will seriously consider this proposal. . . . If this is deemed undesirable, we urge that a serious attempt be made to integrate the program into the mainstream of the Faculty of Arts and Science."

Recommendation 9

That the Social Sciences Curriculum Committee examine the aims of the program in Commerce and Finance in view of determining the structure that best suits the interest of the students, the program, and the Faculty.

Recommendation 10

That any restrictions preventing part-time students from obtaining the degree of Bachelor of Commerce be removed.

The report then dealt with the proposed credit system.

"With the advent of the New Program, full-time attendance and the fulfillment of degree requirements were defined simply in terms of a prescribed number of courses (ten one-term courses or three over three or four years. Students were not allowed to proceed at a faster pace. . . . Students wishing to proceed at a slower pace were designated 'part-time' and enrolled in the Division of Extension. Both the Old and the New Program allowed part-time students to take no more than six one-term courses during the winter session

and two summer courses, and they have paid fees by the course. Full-time students have paid fees by the year (i.e., the winter session), were all members of colleges, and did not make use of the Summer Session as often as part-time students. Despite the large number of part-time students, full-time study has been considered the norm. . . .

"There is growing concern that current restrictions of this sort cannot be justified and should be removed. A few other changes will have to follow. The present system of college membership, payment of fees, and registration in additional courses will have to be revised."

Recommendation 11

That the University of Toronto offer both a thirty-credit and a forty-credit bachelor's degree, each one-term course counting equally for one credit.

Recommendation 12

That every student be allowed to complete the requirements for a degree at his or her own pace.

Recommendation 13

That a student, once admitted to a college (including College X—see Recommendation 63), remain a member of that college regardless of how many courses he may take in a subsequent year.

Recommendation 14

That the tuition fee depend on the number of courses taken in a particular term.

Recommendation 15

That students be permitted to enrol in courses that would not give credits towards a degree but whose completion would be indicated on a transcript.

Recommendations 16, 17 and 18 covered academic records and urged that the Academic Affairs committee of Governing Council "review the names of degrees and the role of transcripts within the University."

The committee was anxious that students in Health Sciences faculties—Medicine, Dentistry, Pharmacy, Nursing, Food Sciences, and Physical and Occupational Therapy—should receive the best possible instruction in the courses they take in the Faculty of Arts and Science. There were problems, and recommendations offered with respect to Medicine and Dentistry were urged for early implementation "in advance of a more general restructuring of the Health Sciences programs."

Recommendation 21

That the Faculty register high-school graduates in two pre-Health Science programs, one for each of the Faculties of Medicine and Dentistry.

"These programs should last up to two years, and a student registered in either of them should be regarded as admitted to the Faculty of Arts and Science and provisionally admitted to the corresponding Health Sciences program."

Recommendations 23 to 25 were concerned with details of admission to pre-Health Sciences programs, and Recommendation 26 suggested that, since the University was not licensed by U of T, the University should consult with the provincial government and other universities on the matter.

"In general, we feel that problems relating to the first year should be dealt with by attempts to improve the quality of instruction and by an increase in facilities for consultation and counselling, rather than through significant changes in curriculum. Students entering the Faculty seem anxious for more contact with members of the teaching staff."

Recommendation 27

That members of the teaching staff take steps to increase the time they spend on personal contact with students during office hours as well as informally or socially.

"A special effort should be made to provide more opportunities for consultation between staff members and part-time students."

Four recommendations suggested greater use of lecture-seminars in introductory courses, the development of multi-media self-instruction modules, and that incoming students be made better acquainted with the nature of the college system. There were also recommendations concerning fourth year courses

and programs. Other recommendations covered proposals for the coherence of programs, their enrichment, and availability to all.

The committee discussed the impact of formula financing.

"With a system of formula financing, there is bound to be an element of competition between departments, tempting them to offer relatively easy courses in order to attract large numbers of BIU students, particularly at the first-year level. Instructors, departments and curriculum committees must continue to re-evaluate the content and level of difficulty of their programs, in order to ensure that appropriate academic standards are being maintained.

"The Faculty cannot ignore enrolment trends when allocating resources and hiring additional staff. It is essential, however, particularly at the University of Toronto, not to let the allocation of resources become an end in itself. Small departments and small courses must be kept viable, even though the numbers of students in specialized programs may be low. . . .

"The information we gathered indicated very clearly a great deal of concern throughout the Faculty, and especially among teaching staff, about standards. The flexibility of the New Program seems to many to be unnecessarily open to abuse. . . .

In reporting on instruction and evaluation, the committee said: "The quality of teaching and the fairness and pedagogical utility of methods of evaluation continue to be subjects for concern and debate in the University. The New Program is apparently placing additional demands on the teaching staff in requiring them to develop innovative and flexible teaching methods as well as new modes of evaluation.

"What we were able to ascertain within the limited time available to us about past and present teacher-training practices within and outside the University of Toronto provided little basis for specific recommendations relating to these questions. We are therefore contenting ourselves with recommending continuing investigation of them. . . .

Recommendation 46

That the University establish a permanent Instruction and Evaluation Committee.

"There is evidently a need for improvement of pedagogical skills at every level, but especially in the teaching of first-year students. Accordingly, teaching ability, especially for first-year courses, should receive greater weight in the appointment and promotion of staff members, counting equally with scholarship and other academic activities. . . .

Recommendation 47

That every department in the Faculty review its practices with regard to teaching and evaluation. . . .

Recommendation 48

That all departments institute course evaluations.

Recommendation 49

The help in appraising and improving teaching skills be made available to instructors at all levels, especially to those teaching first-year students and to graduate assistants.

Two recommendations emphasized the importance of counselling and the need for effective guidance in the Faculty calendar.

A section of the report discussed the colleges.

"The organizational and administrative structures of the University of Toronto are not only the beneficiaries but have been continually impressed, and at times baffled, by the effects on educational programs of the current distribution of authority and responsibility. . . . Why, it might be asked, has the confusing tangle of relations among colleges and departments not been divided into the University not been drastically rationalized long ago? Is there any reason why it could not be rationalized now?

The answers to these questions are bound up with the benefits, essential to the excellence of the University, that derive from its diversity of structure.

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A & Sc report's 71 proposals for change in the New Program

(Continued from page 2)

The interaction of differing religious, cultural, social, and academic traditions provides not only a basis for stability and continuity but also a resource for innovation and creativity, in what otherwise might become a huge monolith tending towards impersonality and conformity.

"There is good evidence that the benefits to be derived from the University's complex organization have been dwindling for many years, as the collegiate divisions have continued their historic retreat from the centre of the University's physical and academic life to the periphery and its numbers have swelled. Creation of new colleges in recent years has only accentuated a growing sense of uncertainty and drift. If the older colleges have had doubts about where they are going and how to get there, the new colleges are in a worse plight.

"As the role of the colleges has been diminishing in importance and effectiveness, the special benefits which the college system could offer the University have become increasingly necessary. Our review ... has brought us to the conclusion that the college system should not be only maintained but greatly strengthened and expanded. ...

"We feel substantial redistribution of staff and of disciplines between the colleges and the University to be essential. The present college subjects represent a small, arbitrary selection of the Faculty's disciplines, and there are wasteful duplications and other disadvantages due to lack of co-ordination. ..."

Recommendation 53
That intercollegiate departments be established in the present college subjects, with the same status and provision for space as existing university departments.

Recommendation 54
That, initially, each intercollegiate department have no teaching staff but a Chairman and a Council, including teachers (or their nominees) of all the college departments teaching the subject as well as additional representatives of teaching staff and students.

Recommendation 55
That a Faculty Teaching Bank be established by the Dean of the Faculty of Arts and Science, so that, through a system of credit-and-debit accounting for teaching, cross-appointments between colleges, on the one hand, and intercollegiate and university departments, on the other hand, can be made possible without financial transactions.

Recommendation 56
That, in 1974-5, intercollegiate departments endeavour to cross-appoint at least one quarter of the total college staff in their respective disciplines.

Recommendation 57
That, in 1974-5, colleges allow at least one quarter of their staff to accept cross-appointment to intercollegiate departments or to Interdisciplinary Studies (see Recommendation 62), and that, with the credit thus gained at the Faculty Teaching Bank, they reassign themselves from University departments and their staff members who are willing to participate in their programs.

Recommendation 58
That University College, New College and Innis College reassign or staff themselves in the same way as the federated colleges. New and Innis Colleges being created initially by the Faculty Teaching Bank with those hours or courses that are currently used in instructing their students.

Recommendation 59
That cross-appointments be for a fixed term of from one to five years, but renewable.

Recommendation 60
That the Task Force to review Policy and Procedures on Academic Appointments be asked to recommend means of ensuring that cross-appointed staff are assessed and rewarded adequately, even though some or all of their activities

may be outside the division in which they have their appointment.

Recommendation 61
That colleges work in consultation with one another, with university departments, and with the Faculty Curriculum Committee to develop their own distinctive programs over a broad range of faculty disciplines, paying special, but not exclusive, attention to the needs of students in the first and second years.

Recommendation 62
That a new Department of the Faculty be established, with the same status and provision for space as existing departments, to be called the Department of Interdisciplinary Studies.

"... the credit system envisaged in Recommendations 11-15 would virtually eliminate the distinction between full-time and part-time students. ... We feel that part-time students are as fully entitled as others to be members of college membership. ... Consequently, we feel that existing colleges should be prepared to admit some part-time students, while a special college is set up to satisfy the needs of a majority of them."

Recommendation 63
That College X, in which part-time students would normally but not necessarily register, be established as a multi-faculty college with an academic head and Council.

Recommendation 64
That all colleges with undergraduate members be encouraged to admit part-time students.

Recommendation 65
That College X acquire an academic staff by cross-appointment from University and intercollegiate departments, with the aim of offering some courses to a substantial proportion of its students at some stage in their academic careers, providing counselling services, and in other ways shaping college functions to meet the needs of part-time students.

Recommendation 66
That College X be credited by the Faculty Teaching Bank with all the teaching hours currently applied to Extension Division courses, that it draw on that credit for as much of its teaching as possible but, for the time being, possess funds to pay for teaching that departments are unable to supply.

Recommendation 67
That a presidential task-force be formed to consider whether Sidney Smith Hall might become the site of College X without jeopardizing the present function of the building.

The committee recommended that each college appoint a Program Director to co-ordinate arrangements for cross-appointments and curriculum planning in co-operation with the Faculty and other colleges, that the Faculty appoint three Faculty Program Directors for each of the four certifiable kinds of programs, that the college and Faculty Program Directors co-ordinate the Faculty Curriculum Committee, which would include student representatives; that they "actively seek to develop programs and courses that transcend interdepartmental boundaries, and that the Faculty Program Committee ensure that courses and programs "form a coherent whole in harmony with the curricular objectives of the Faculty".

A final recommendation asked that the General Committee of Arts and Science Faculty Council, through a sub-committee, make detailed recommendations with a view to increasing the effectiveness of the Council. "In our view, the General Committee is far too large to discharge its responsibilities", the committee commented, adding that the time seemed favourable to restructure the Council to make it more effective "and resolve the bitter disputes that have raged for several years".

Pharmacy

PROF. H. J. SEGAL and DEAN F. N. HUGHES have been Visiting Professors at the College of Pharmacy, University of Saskatchewan, Dean Hughes on Feb. 20, and Prof. Segal, Feb. 26-March 1.

COMING EVENTS

MARCH

15 THURSDAY

Lectures

Culture

Society and Culture series. "The Church and Culture." The Most Reverend E. W. Scott, Primate, the Anglican Church of Canada. ROM Theatre, 8.30 p.m. Free

Literature

University College Series - "Curricula Vitae: Myth and Pattern in Autobiography." Prof. Phyllis Grosskurth. West Hall, U.C. 4.10 p.m. Coffee, 5.30 p.m.

Medical

"The Office Gaudet Mater Ecclesiae: Its Music and Liturgical Development." Prof. Solange Corbin, Université de Poitiers. Upper Library, Massey College, 4.15 p.m.

Environment

"Man and Metropolis: Conurbation: Examination of Man's Progress from the Primitive Ecology Tradition to Industrialization." Peter Eldridge, Head Regional Planner, Department of Indian and Northern Affairs. 211 Haultain Building, 4 p.m. (Environmental Sciences and Engineering)

Colloquiums

Physics

"The Work of W. T. Sharp and The Symmetry Approach to Mathematical Physics." L. C. Biedenharn, Duke University. 102 McLennan Physical Laboratories, 4.10 p.m.

Chemistry

"The Chemistry of the Electron." Prof. Sir Frederick Dainton, University of Oxford. 162 Lash Miller Chemical Laboratories. 4 p.m. (Chemistry and Medical Biophysics)

Seminars

Transportation

"The Ability of Rail Transit to Relieve Traffic Congestion." Prof. George W. Hilton, University of California. 5872 Murray Ross Building, York University Faculty Common Room, East Side, 3 p.m.

Music

Thursday afternoon series. Faculty of Music student ensembles recital. Concert Hall, Edward Johnson Building, 2.10 p.m.

Thursday evening series. Czech Nonet. Program of Works by Lutoslawski, Dvorak and Schubert. Concert Hall, Edward Johnson Building, 8.30 p.m. Tickets \$4.00 and \$2.00 (student)

16 FRIDAY

Lectures

Science

"How Not to Make Science Policy." Prof. Sir Frederick Dainton, F.R.S. and Dr. Lee's Professor of Chemistry, Oxford University and Chairman of the Council for Scientific Policy of the United Kingdom. 215 Medical Sciences Auditorium, 2.10 p.m. (Political Economy, SICS and IIPST)

Medicine

"Polyvalency and the Effective Affinity of Antibodies." Dr. H. Metzger. 5227 Medical Sciences Building, 11 a.m. (SCS and Biochemistry)

Seminars

Biochemistry

"Lyricism in Gregorian Chant and Trouvère Song." Prof. Solange Corbin, Université de Poitiers. Upper Library, Massey College, 4.15 p.m.

Music drama

"Antibody Structure and the Effects of Antigen Binding." Dr. H. Metzger, NIH, Bethesda. 4279, Medical Sciences Building, 11 a.m. (SCS and Dept. of Biochemistry)

Calcutta

"Coronation of Henry V, 1413" by the Early Music Group and the U of T Percussion Lullaby Societies. To be followed by a Mass for the King. St. James Cathedral, Friday and Saturday, 8 p.m. No charge; no tickets required (Music)

"The 'Comprador' Elite in the Social and Cultural Development of Calcutta." Prof. Pradip Sinha, Department of History, Rabindra Bharati University, Calcutta. 3076 Sidney Smith Hall, 10 to 12 noon. (South Asian Studies Committee, ISP)

17 SATURDAY

Lecture

Engineering

"One Hundred Years of Engineering Education in Canada." Dean James A. Ham, Convocation Hall, 8.15 p.m. (Royal Canadian Institute)

Seminars

Psychology

"ESP and Parapsychology: A Day With The Experts". 9.30 a.m. Tickets \$7, students \$4. Trinity College Convocation

18 SUNDAY

Films

Sunday Free Films. "Fragile est nostra Munda" and "The God Within". ROM Theatre, 2.30 p.m. Free with Museum admission

19 MONDAY

Lectures

Peace

"The Struggle to Maintain Peace: International and National Initiatives and Private Efforts." Major General (ret.) Indarjit Rihby, President, International Peace Academy in New York. 2172 Medical Sciences Building, 8 p.m. (International Studies Program)

Geology

"Ophiolite Complexes and the Evolution of Early Paleozoic Continental Margins in the Northern Appalachians." Dr. H. Williams, Memorial University, Newfoundland. 128 Mining Building, 4 p.m. Coffee 5.30 p.m. (Geology)

Chemistry

"Mass Spectrometry of Metallic Diatomic Molecules." Prof. Karl A. Gingerich, Department of Chemistry, Texas. 116 Wallberg Building, 3.45 p.m. (SCS and Metallurgy)

Talk

China

"CHINA, 1972." Professor Peter Mitchell, Coordinator of East Asian Studies Program, York University, (illustrated with slides, records, music, multiple projectors and screens). Room 315 East Asian Studies, 280 Huron St. (above Textbook Store). 3 to 5 p.m. (East Asian Studies Committee, ISP)

20 TUESDAY

Seminars

Women's Studies

Sociology

"Communal Living and Day Care." COE Auditorium, 7.30 p.m. (Interdisciplinary Studies)

"The Sociological Misuse of Historical Material." Prof. Charles Tilly, University of Michigan. 229 Borden Building, March 20 at 10 a.m. and 2 p.m.; March 21 at 10 a.m. (Sociology)

"Distributed File Storage for Multiaccess Computers." Prof. Forest Baskett, Digital Systems Laboratory, Stanford University. 103 McLennan Physical Laboratories, 4 p.m. (Computer Science)

Seminars

Computer

"Relation between Slow Potentials and Extracellular Potassium Ions in the Central Nervous System." Dr. K. Krnjevic, Professor of Anaesthesia Research, McGill University. Osher Hall, 268 Bloor St. W. 5 p.m. (Neuroscience Institute)

Medicine

"The X-Linker Regulatory Gene Locus Which Determines Sexual Phenotypes of Mammals." Dr. Susumu Ohno, Chairman, Department of Biology, City of Hope National Medical Center, Duarte, Calif. 417 Best Institute, 2 p.m. (Banting and Best)

Biology

"The Symmetric Group as a Model in Operator Theory." Dr. G. de B. Robinson. 2117 Sidney Smith Hall, 4.10 p.m. (Mathematics)

Colloquium

Mathematics

"Nature: Cosmic and Earthbound" series. "Computer Stimulation of Forms in Nature." Dr. David Raup, Professor of Geology, University of Rochester. 8.30 p.m. ROM Theatre. Free (ROM)

Seminars

Canadian Studies

Open discussion session; individuals may submit briefs (but may not read them). Upper Library, Massey College. 10 a.m. to noon. (AUCC Commission on Canadian Studies Within the Universities)

The objectives of the University: an invitation to offer comments

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versity community, and between the university and society.

2. The Expansion of Knowledge

A university is expected to contribute to the expansion of human knowledge. New knowledge is generated through research as well as by the critical analysis and creative synthesis of existing information.

3. The Integration of Knowledge

By bringing together within its community a wide range of intellectual activities, a university performs the increasingly important and difficult task of integrating the various specialized branches of study into the stock of human knowledge.

4. The Application of Knowledge

Universities have an increasing responsibility to contribute to understanding the problems of society and to provide leadership in the application of knowledge, in a sensitive, responsible and flexible way, to the solution of those problems. This function is closely related to the teaching and research functions but implies, in addition, involvement with society; a university undertakes, towards society, the dual roles of critic and resource.

5. The Preservation of Knowledge

A university has a responsibility to preserve and refine what is known from the past. This preservation occurs not only in a university's library resources but also through a university's support for subjects with little obvious contemporary relevance.

6. Individual and Collective Development

Closely related to all of the above is the responsibility of the university to provide an environment in which personal and collective development can thrive through the processes of learning and living in an atmosphere in which objectivity, rational argument, critical judgment, independence of thought and co-operation are all encouraged.

7. Responsiveness to Society

A university, as a part of society, has no exclusive claim to the functions above. Accordingly it has a responsibility to integrate its activities into the total social system and to respond to the longer term needs of society.

No single university is likely to be able to fulfill all of these functions equally well, nor may society demand it. However, all universities must meet a reasonable standard in the dissemination of knowledge by the education of students and communication with society. Moreover, for all of the above functions it is essential that a university should provide an atmosphere in which objectivity, rational argument, critical judgment, independence of thought, and co-operation are encouraged.

C. THE SPECIAL POSITION OF THE UNIVERSITY OF TORONTO

The University of Toronto is the largest university in Ontario. Currently its full-time undergraduate enrolment is roughly one quarter of that of the entire Province. Furthermore, the University of Toronto depends on the policies of the Government of Ontario for much of its income. The University thus has a special responsibility towards the people of Ontario; it fulfils this responsibility by the way in which it takes its place in the Ontario university system. The University is, of course, subject to the constraints imposed by the people on Ontario through the Provincial Government.

In the first place, the University, because of its many years of academic experience and because of the size and scope of its facilities, should strive to achieve a high standard of academic excellence in everything it undertakes and in particular in all of the functions outlined in Section B.

Secondly, the size of the University, as well as the concentration of resources at its facilities that its size implies, impose special obligations for the preservation, development, integration and application of knowledge within the Province.

Thirdly, the University must accept and live creatively within the limitations on its own growth and activities as a part of the Ontario post-secondary educational system. It must limit and control its financial demands on the Province and co-operate fully with other institutions in planning its activities whenever such activities impinge on those institutions.

Next, the University of Toronto is in the centre of Metropolitan Toronto which contains 30% of Ontario's population and which has a major concentration of cultural, service, recreational and residential facilities which are available to the University community. These facts require that the University be a community which is responsive to the life, opportunities and problems of the city.

The University's facilities are needed by one of Canada's major centres of population. This is reflected in the fact that two-thirds of the University's full-time undergraduate students and substantially all of a rapidly growing part-time and continuing student enrolment are drawn from Metropolitan Toronto.

Thus the University must respond readily to the changing requirements of the Metropolitan Toronto area. At the same time the University has a unique opportunity to apply its store of knowledge to the study of the special problems of an urban society.

However the University of Toronto is the largest university in Canada in terms of available research facilities and in terms of its concentration of qualified staff in a multitude of disciplines. This provides the University with an opportunity and responsibility for the extension, application and integration of knowledge as it is pertinent to Canada. At the same time, the University recognizes that no nation or society exists in isolation and that knowledge is the supranational concern of all mankind. Therefore the University must have international concerns and strive for international stature.

A final comment has to do with an effect of the special problems of the University of Toronto. These problems stem from the interactions of its size, its fiscal responsibilities to the people of Ontario, its special relationships with the Metropolitan Toronto community, its obligations to the entire post-secondary educational system in Ontario and its special opportunities to extend, integrate and apply its resources to matters of urban, national and international concern. The nature of these problems leads to the conclusion that the University must strive to be a sufficiently diverse community to be able to accommodate a positive approach to each. At the same time it must be flexible enough to respond to the changing requirements of the societies of which it is a part.

D. OBJECTIVES FOR UNIVERSITY OF TORONTO

The foregoing leads to the following six specific objectives for the University of Toronto. These objectives are expressed in broad terms here but they will form the basis of later, more specific policy statements.

1. FUNCTIONS:

The University of Toronto will fulfill, in co-operation with other universities and colleges in Ontario, the following specific functions as described in Section B above:

- (a) Teaching, learning and the dissemination of knowledge
- (b) The expansion of knowledge
- (c) The application of knowledge
- (d) The preservation of knowledge

2. FIELDS OF KNOWLEDGE:

The University of Toronto will maintain a high standard of scholarship and will fulfill, again in co-operation with other universities and colleges in Ontario, some or all of the functions in 1 above in each broad field of knowledge including the following:

- (a) Social sciences
- (b) Humanities
- (c) Physical sciences
- (d) Life sciences
- (e) Professions

(f) Graduate studies in these fields

3. INTERDISCIPLINARY APPROACHES:

(a) The University of Toronto will undertake special responsibilities for the integration of knowledge by making a deliberate attempt to avoid the narrowness and loss of perspective which can be associated with specialization, and to develop an environment conducive to the creative synthesis of disparate fields.

(b) Also as a special responsibility, the University of Toronto will take initiatives in selecting certain local and national problems to which its resources of expertise can be advantageously applied from appropriate *ad hoc* interdisciplinary bases.

4. EXCELLENCE:

The University of Toronto will establish and maintain, in all of its activities, the highest standards of scholarly and instructional excellence.

5. ORGANIZATION

The University of Toronto will continue to develop an internal structure that will realize a diverse, flexible and

decentralized academic, physical and social environment, in order that, within the constraints imposed by these objectives, the members of the University may enjoy to the greatest possible degree the excitement of ideas, the love of truth, and the satisfaction of personal and community development.

6. RESPONSIBILITY:

The University of Toronto will, through critical examination of its own activities and through co-operative action with other universities and colleges in Ontario, ensure that the University's obligations to the people of Metropolitan Toronto, Ontario and Canada are responsibly fulfilled, and that its financial requirements do not grow at a rate exceeding the normal economic capacity of the Province. An integral part of this responsibility is to ensure that funds granted to the University are wisely and effectively expended in the pursuit of the University's purposes and to ensure that the University's demands upon the Province are kept within reasonable limits and justified by the quality of our service.

Nominations close on March 22 for election of UTFA president

The Constitution of the University of Toronto Faculty Association requires candidates for the presidency to be nominated by members of the UTFA Council. Members of the Association, however, are invited to suggest names to Council members.

Nominations are to be in the UTFA Office by Thursday, March 22, and the election will be conducted by ball ballot of the membership in the following two weeks. The name of the new president will be announced at the annual meeting.

Members of the Council are:

- J. J. Balintz - Forestry
- R. J. K. Barker - Architecture
- D. Bellamy - Social Work
- M. E. Berridge - Physical and Health Education
- O. Bishop - Library Science
- B. Brown - St. Michael's College (Philosophy)
- A. C. Coman - College of Education (English)
- J. B. Conacher - Past-President
- J. Corbett - Scarborough College (Classics)
- P. Corey - Secretary
- R. Cunningham - Nursing

F. A. DeLory - Applied Science and Engineering (Civil)

J. E. Dove - Arts and Science (Chemistry)

E. P. Dowton - Dentistry

M. C. Finlayson - Arts and Science (History)

F. Iacobucci - Chairman, Grievance Committee

A. Kruger - Arts and Science (Political Economy)

A. Latta - Trinity College (German)

P. L. Mathews - New College (French)

W. H. Nelson - Vice-President

M. R. Piggott - Applied Science and Engineering (Chemical)

A. F. Ridenham - Hygiene

A. E. Samuel - University College (Classes)

S. A. Schiff - Law

D. F. Shano - Management Studies

W. Sumner - Arts and Science (Philosophy)

G. R. Thaler - Erindale College (Botany)

S. M. Uzumert - President

M. Villers - Food Science

G. R. Williams - Medicine

L. Zakuta - Victoria College (French)

L. Zakuta - Arts and Science (Sociology)

Recommendations by COPSE 'on right track' says Mr McNie

An audience of several hundred staff and students on Tuesday in Convocation Hall heard the views of the Hon. Jack McNie, Minister of Colleges and Universities, President John Evans, and Prof. Maurice Careless, a member of U of T's history department and of the Commission on Post-Secondary Education in Ontario, on the final report of the Commission.

Mr. McNie said the report was under study by the Committee on University Affairs, the Regents of the Colleges of Applied Arts and Technology, and a task force from within the Ministry. The report, he thought, was "on the right track". The government, upon hearing from the three groups of advisers, would have to decide when, how, and to what extent the objectives set out in the Commission's report would be met.

Dr. Evans, although he found much in the report to commend, was critical of some aspects of it. There was an inadequacy of detail, a preoccupation with the process of education and not enough about the outcome of education. No system of evaluation to determine quality had been proposed. No program to meet capital costs had been offered, and, in general, there was a lack of information about costing.

Prof. Careless said that accessibility to higher education was a right and a necessity. So too was quality, and the

problem was to make both possible, in harmony with one another. He pointed out that the increase in tuition fees had been a unilateral decision and he thought that indicated the present advisory structure was inadequate.

The three panelists were questioned by three "critics": Prof. W. B. Dunphy, St. Michael's College, a member of the Governing Council; Mrs. Joyce Foster, speaking for alumni and alumnae, and Stephen Moses, vice-president-elect of the Students' Administrative Council.

Ph.D. Orals

All members of the Graduate Faculty have the right to attend Ph.D. Oral Examinations.

Monday, March 19

Walter Holzinger, Department of Italian and Hispanic Studies, "Primal Structure in the Spanish Golden Age Sonnet". Thesis supervisor: Prof. G. L. Stagg, Round Room, Massey College, 1 p.m.

Thursday, March 22

David N. Mitchell, Department of Chemistry, "Reactions of Hydrogen Atoms with ESR Detection". Thesis supervisor: Prof. D. J. LeRoy, Room 108, 16 Hart House Circle, 2 p.m.

Friday, March 23

London C. C. Parham, Department of Psychology, "Motivational Effects of Tonal and Tonal Sequences". Thesis supervisor: Prof. D. E. Berlyne, Room 108, 16 Hart House Circle, 2 p.m.